

For Reference

NOT TO BE TAKEN FROM THIS ROOM

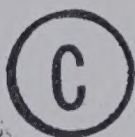
Ex libris
UNIVERSITATIS
ALBERTAENSIS



THE UNIVERSITY OF ALBERTA

FACTORS, FREQUENCY, AND CONSEQUENCES OF STUDENTS WHO
DROPPED OUT OF THE VALLEYVIEW JUNIOR AND SENIOR
HIGH SCHOOLS

BY



HENRY P. PENNER

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF EDUCATION

DEPARTMENT OF INDUSTRIAL AND VOCATIONAL EDUCATION

EDMONTON, ALBERTA

FALL, 1970

Thesis
1970 F
207

UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read,
and recommend to the Faculty of Graduate Studies for
acceptance, a thesis entitled "Factors, Frequency and
Consequences of Students Who Dropped out of the
Valleyview Junior and Senior High Schools" submitted
by Henry P. Penner in partial fulfilment of the require-
ments for the degree of Master of Education.

ABSTRACT

This study was concerned with the Grade VII to XII dropouts of the Valleyview schools in the East Smoky School Division, in the Province of Alberta. The main purpose of this study was to identify: (1) the extent of the dropout phenomena, (2) a selected number of student dropout factors, and (3) the occupational and socio-economic status of the dropout, a year after dropping out of the school system. This purpose was to be realized for the native and non-native youth of the dropout population in question. The term native, refers to, and includes both the Indian and the Metis, while non-native includes all ethnic groups, except the Indian and Metis.

Information for this thesis was collected by means of a questionnaire which was used first for mailing purposes and second for interviews. The data obtained was collated, analyzed and organized, and conclusions were derived.

This study shows that the dropout rate was 8.8% of the junior and senior high school population. This appears to be quite normal as compared to Edmonton dropout frequency.

Indications are that the reasons for dropping out of school were varied and complex; that numerous factors were related in one way or another as to the student's decision to drop out of school. According to student response, the native dropouts most frequently selected the following three

reasons for dropping out: (1) not getting anything worthwhile from school, (2) not liking their teachers, and (3) the school work was too hard. The non-native dropouts most frequently selected the following three reasons: (1) not getting anything worthwhile from school (same as the natives' first choice), (2) preferring work to school, and (3) not liking their teachers. The responsibility for their dropping out appeared to relate with the function of the school.

The data revealed that native and non-native dropouts had experienced some unemployment. Their average monthly income was approximately \$300. Classified into occupational groups, these dropouts held down jobs in the fields of personal services, labor, and in jobs related to oil or gas industry exploration.

The majority of dropouts would want to stay in school longer if they had an opportunity to repeat their schooling, but only if certain changes and improvements could be instituted within the school system.

Among recommendations for further investigation was to study the reasons for more females than males dropping out. It was also recommended that studies be undertaken to investigate the reasons for greater unemployment periods of the native dropouts as compared to their non-native counterparts, and why native youth appear to feel less sure of their jobs than the non-native. A final recommendation was a follow-up study of potential dropouts who could already be identified in the elementary grades.

ACKNOWLEDGEMENTS

The investigator wishes to express his sincere thanks to his advisor, Dr. D. R. Young, and to committee members, Dr. D. Sawatzky and Dr. H. Ziel for their helpful suggestions and constructive criticism.

Appreciation is also expressed to his wife, Esther for her help and constant encouragements during the development of this study.

TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION	1
	The Problem	1
	Purpose	2
	Rationale	3
	Questions to be Answered.	4
	Need for the Study	6
	Definition of Terms	8
	Scope of Study	9
	Limitations of the Study.	10
	Assumptions	11
II.	REVIEW OF RELATED LITERATURE	12
	Dropout Rates	12
	Dropout Factors	16
	Dropout Consequences.	20
	Dropout Prevention or Reduction	23
	Summary	26
III.	PROCEDURES.	28
	Pilot Project	28
	Population	29
	Instrument Construction	29
	Instrument Items of Factors Related to the Family.	33
	Instrument Items of Factors Related to the School.	33

CHAPTER

PAGE

	Instrument Items of Factors Related to the Individual	34
	Instrument Items Related to Work Experiences	35
	Administration of the Instrument . .	37
IV.	ANALYSIS OF DATA -- SCHOOL FACTORS. .	41
	Dropout Age	42
	Last Grade Completed.	43
	Grade Failures	44
	Number of Schools Attended	45
	Degree of Truancy	46
	Participation in School Activities .	47
	Participation in Community or Church Related Activities	48
	Program of Study	49
	Endeavor to Further One's Education .	50
	Attitude Toward Education	51
	Practicality of Education	52
V.	ANALYSIS OF DATA -- FAMILY FACTORS. .	54
	Parents' Perceived Attitudes Towards Leaving School	54
	Father's Educational Level	55
	Father's Occupation	56
	Mother's Occupation	58
	Family Stability.	58
	Home Conditions	59
	Family's Religious Affiliation . .	60

CHAPTER	PAGE
Ethnicity	60
VI. ANALYSIS OF DATA -- INDIVIDUAL FACTORS .	62
Individual's Relationship with People .	62
Disposition Toward School Life . . .	64
Motivating Factors in Going to School .	65
Reasons for Dropping Out	67
Feelings About Having Dropped Out . .	69
VII. ANALYSIS OF DATA -- WORK EXPERIENCE . .	71
Occupationally Influential People . .	71
Means of Acquiring a Job	72
The Number of Jobs Since Dropping Out .	72
Unemployment Conditions.	73
Monthly Income Level of Dropout. . .	75
Dropouts Classified Into Occupational Groups	76
Dropouts' Attitude Toward Their Jobs .	77
The Dropouts' Need for Guidance. . .	80
VIII. FINDINGS AND RECOMMENDATIONS	82
Summary of Findings	82
Extent of the Dropout Phenomena. . .	82
Factors Associated with Dropout. . .	83
Work Experiences of Dropouts	89
Recommendations for Further Investigation.	91
BIBLIOGRAPHY	94
APPENDIX A: Preliminary Opinionnaire . . .	98

CHAPTER	PAGE
APPENDIX B: Information Questionnaire . . .	101

LIST OF TABLES

TABLE		PAGE
1.	Relationships of Factor, Category and Question Number as They Appear on the Questionnaire	31
2.	Disposition of Dropout in Relation to the Availability for Interviews	39
3.	Age Categories of Dropouts	42
4.	Last Grade Completed by Dropouts.	43
5.	Number of Grades Failed by the Dropout	44
6.	Number of Different Schools Attended.	45
7.	Degree of Truancy Before Dropping Out	46
8.	Participation in School Activities	47
9.	Participation in Community or Church Activities	48
10.	Study Program in Which the Dropout was Enrolled.	49
11.	Continuing Educational Pursuits	50
12.	Dropout's Attitude Toward Education	51
13.	How Practical Education Seems to the Dropout	53
14.	Parents' Perceived Attitude Toward Leaving School	55
15.	Educational Level of Dropout's Father	56
16.	Dropouts' Fathers According to Occupational Class	57
17.	Residency of Pupils at Time of Dropping Out	59
18.	Dropout's Home Condition.	60
19.	Ethnic Origin of Dropouts	61

TABLE		PAGE
20.	Dropouts' Relationship with Certain People	63
21.	Selected Motivating Factors in Going to School	66
22.	Reasons for Leaving School as Given by Dropouts.	68
23.	Feelings of Dropouts on Having Dropped Out	70
24.	Number of Jobs Held by Dropout	73
25.	Number of Months Unemployed	74
26.	Employed Respondents' Monthly Income.	75
27.	Dropouts Classified into Occupational Groups	77
28.	Dropouts' Attitudes Toward Their Jobs	79

CHAPTER I

INTRODUCTION

In our modern society characterized by technological advancement, complexity, and change, a steadily mounting demand is being placed upon educational systems to produce individuals who are flexible, who possess skills necessary to adapt to and meet the changing and varied needs of society, and who themselves are able to live self-fulfilling, productive and happy lives.

An often raised concern, however, is that of the school dropout. Is he able to meet the strains and demands placed upon him by society when he leaves school and enters the competitive labor force? A sizable segment of this dropout population is made up of native youth. How does he fit into this complex society of the white man when he enters the labor force?

This study will seek to answer some questions regarding the more common, yet serious issues of the native and non-native dropout and his experiences in the acquisition of jobs.

THE PROBLEM

Dropping out of school early is considered to be a major educational problem, and one which has been viewed with much alarm. Included in this concern is the high

dropout rate of our native youth.

Not only does the dropout phenomena result in the release of inadequately trained members into our working force, but it may be doing so at a time when there is a rapidly expanding need for increasing training for all individuals to meet the ever-expanding advancements of our modern technology, industry, and labor market. As Margaret E. Andrews (1963) puts it,

The problem facing America today is not just that students are leaving school -- but rather that they are not going any place. Most of them have no marketable job skills. Most of them lack the motivation and the attitudes which make it possible to hold a job even if they could find one (p. 10).

For the pupil personnel services, a knowledge of the local student dropout factors, rates, and consequences, becomes not a study of mere speculative interest, but a study of essentials. Not only is such knowledge significant in dealing with the early school dropout, but also in dealing with potential dropouts.

PURPOSE

The purposes of this study are to identify: (1) a selected number of student dropout factors, (2) the extent of the dropout phenomena, and (3) the occupational and socio-economic status of the dropout about one year after dropping out of the school system. The above purposes are to be accomplished for the native and non-native youth of

the dropout population in question.

RATIONALE

In a study of graduates and dropouts from Canadian schools, the Canadian Research Committee on Practical Education (1950) reported that "of 100 boys and 100 girls who reach Grade VII, 59 boys and 51 girls become dropouts." As a matter of fact, of 100 Canadian children starting school, "only 22 finish high school and only three graduate from college" (pp. 16-17). The question arises, "Where are the other 78% who do not finish high school?" and "Why did they not complete their graduation requirements?"

Scragg (1968), in A Survey of Dropouts from Alberta Schools - 1963-1968, concluded that, "almost one-half of the sample appear very unlikely to graduate from High School and 40% of these unlikely to complete Grade X (of those enrolled in Grade IX, in 1963)" (p. iv). Again, the question, "What about those who do not graduate?" "Where did their path lead them?"

In An Analysis of Dropouts from Edmonton Public Schools, September 1, 1967 to March 31, 1968, (a seven-month period), it is reported that the dropout represented 6.7% of the senior high school population.

Because of such indications of dropout rates on the national, provincial, and large school district level, and the subsequent questions regarding the factors and

consequences of dropping out, it becomes significant to see how a small school district compares to the national, provincial and metropolitan school districts.

QUESTIONS TO BE ANSWERED

The following questions to be answered relate to the problem of this study:

(1) To what degree are selected factors, associated with dropping out,

(a) unique to the school?

- (i) age at dropping out
- (ii) last grade completed
- (iii) number of grade failures
- (iv) number of schools attended
- (v) amount of truancy
- (vi) participation in school activities
- (vii) participation in community or church activities
- (viii) program or course of studies
- (ix) endeavor to further one's education
- (x) attitude toward education
- (xi) practicality of education

(b) unique to the family?

- (i) parents' perceived attitude toward education
- (ii) father's occupation
- (iii) mother's occupation

- (iv) father's educational level
- (v) family stability
- (vi) family conditions (happy/unhappy)
- (vii) religious affiliation
- (viii) ethnic origin

(c) unique to the individual?

- (i) disposition/relationship condition
- (ii) disposition toward school life
- (iii) motivating factors in educational pursuits
- (iv) personal reasons for dropping out

(2) What is the dropout rate for the schools in question?

(3) What are the work experiences of the dropout like during the first year out of school?

- (a) occupationally influential people
- (b) means of acquiring a job
- (c) job stability
- (d) unemployment conditions
- (e) income level
- (f) type of occupation
- (g) attitude toward job
- (h) feelings about having dropped out
- (i) need for guidance

NEED FOR THE STUDY

There exists a real need to discover what factors associated with dropping out are operating in a "northern district" and how they compare to those operating in other, southern, and larger districts, in and outside of Alberta.

Further, there exists a need for this type of study because of the uniqueness of this population center, Valleyview.

(1) Valleyview has been considered to be a town, with a fluctuating population, due to the influx and transfer of the oil exploration and related industrial personnel.

(2) The youth of Valleyview may be influenced by oil exploration jobs available in the oil industry.

(3) Valleyview schools, and particularly the Separate school, accommodate most of the native pupils from the Sturgeon Lake Indian Reservation.

The inclusion of Grades VII to IX is of utmost significance to this study because: (1) it is these grades that have been omitted from the majority of dropout studies, and (2) it is within these grades that most of the native youth in Alberta drop out (Fisher, 1966, p. 260).

Hughes, (1968), in pointing to the limitations of his study, states that, "students leaving school prior to the ninth grade enrollment were totally omitted from the sample."

Quoting further from Hughes' study, the following

statements are made:

It must be stressed reluctantly, that what is presented in this section is quite inadequate as a presentation of the concerns, needs, desires, problems and conditions of Alberta youth, who are unable to cope with the pressures and strains of their social world. Such information is urgently needed.

... one could maintain that most of this report is indeed concerned with both, urban and rural, middle and upper class youth.

The vast majority of native youth learn little in school, and quit as soon as they legally are allowed to. For those who learn and are able to pass the ninth grade exam, the strongest tendency is still to drop out as soon as possible.

However, beyond these facts which are common currency in the bank of educational critics, there are still large gaps in knowledge about (1) Why Indian and Metis people abandon schools, (2) What happens to them subsequently (pp. 74-75).

A study of this nature, which is concentrated in an area where the native youth is amply represented and where a large portion of the non-native population belongs to the lower classes, is, therefore, direly needed to add to the available knowledge concerning these groups of people. Thus this study will attempt to reduce the "large gaps in knowledge", which are existing.

The American National Education Association repeatedly has pointed out that there exists a need for a substantial body of evidence on the question of what happens to the dropout. This is one of the objectives of this study.

DEFINITION OF TERMS

To avoid ambiguity with respect to the use of terms, the following definitions will apply in this study:

Dropout. A dropout, as used in this study, is any pupil who leaves school prior to graduation from Grade XII, for any reason whatever, except when a transfer to another school is involved or when death has occurred. Such an individual is considered a dropout whether his dropping out occurred during or between school terms.

Matriculation program. A matriculation program refers to the college or university preparatory program, the completion of which leads to being awarded a Matriculation Diploma Certificate by the Provincial Department of Education. Such standing is required for admission to the Provincial College or University, and for some of the programs of the Institute of Technology.

Business education program. This program affords the student the opportunity to concentrate on the office practice, business, and clerical courses, as offered in the school. Upon completion of this program the student receives a High School Diploma from the Provincial Department of Education. This certifies that the student has graduated from high school, but this diploma is invalid as an admissions certificate to the provincial university.

It entitles the holder, however, to enter business, technical, vocational or trade schools.

Technical education program. This program of studies is in all points identical to the Business Education Program, with the exception of concentrating in the technical and/or Industrial Arts courses rather than in the clerical.

Native. The terms native (youth or dropout), refers to, and includes, both the Indian and the Metis.

Non-native. This term includes all ethnic groups, except the Indian and Metis.

SCOPE OF STUDY

This study has the following parameters:

(1) This study restricts itself to the Grade VII to XII dropouts in both the Public and Separate Schools in Valleyview. It does not include the Ridgevalley School at Crooked Creek, although it is within the East Smoky School Division No. 54 and also accommodates Junior and Senior High School students because it is a permanently settled and stable (non-fluctuating population) community where mixed farming is practically the exclusive industry.

(2) The school year, 1968-1969, was selected, as this will give the dropout a little over one year's experience in the world of work.

LIMITATIONS OF THE STUDY

Some of the limitations of the study are given below:

(1) The original plans to ascertain the IQ and reading level of the dropout was not carried out because of the lack of information and the limited number of cumulative records available.

(2) The pupils to whom the questionnaires were sent did not all reply. Some were not traceable.

(3) In some cases not every question was answered fully.

(4) This study is based exclusively on the information supplied by the subjects on the questionnaires that were either mailed to them, or used in the interviews.

(5) All the answers provided were opinions or based on opinions of the individual. Although the information is based on opinion, it should still be considered valid insofar as it represents the actual experiences of the dropout.

(6) Creativity of individuals was disregarded because no means of evaluating this criterium was available.

ASSUMPTIONS

Some of the assumptions of this study are as follows:

(1) The answers given to the items on the questionnaire are truthful about the respective person.

(2) The subjects who were contacted by mail or by personal interviews were equally open in giving their honest opinions.

(3) Most of the items that were extracted from other questionnaires will retain their validity when set into a different questionnaire format.

(4) The selected factors for this study will be representative of dropout factors in general.

(5) Each item on the instrument will measure what it purports to measure.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will outline the related literature regarding the school dropout. Due to the large number of research studies on dropouts it will be possible to describe only a few of the major relevant studies. It is hoped that those chosen will provide data that is pertinent to the scope and purpose of this study.

The related literature will be discussed in four sections -- Dropout Rates, Dropout Factors, Dropout Consequences and Dropout Reduction or Prevention.

DROPOUT RATES

The phenomena of the school dropout in America has grown to such magnitude that the two former Presidents of the United States -- President John F. Kennedy and President Lyndon B. Johnson -- deemed it necessary to focus public attention on it.

In July, 1963, President John F. Kennedy, referring to the dropout phenomena, called it a "serious national problem", because "an estimated four out of every ten students in the fifth grade will not even finish high school -- and that is a waste we cannot afford" (The 1963 Dropout Campaign, 1964, p. 3).

With this announcement \$250,000 was allocated from

Special Emergency Funds to hire guidance counselors who would visit the potential and actual dropouts in the hope of attracting them back into the schools.

On January 12, 1965, President Lyndon B. Johnson, in his Educational Message to Congress, pointed to "a darker side" of education in America, when he said,

Almost a million young people each year will continue to quit school -- if our schools fail to stimulate their desire to learn....

The cost of this neglect runs high -- both for the youth and the nation....

Every child must be encouraged to get as much education as he has the ability to get. We want this not only for his sake -- but for the Nation's sake. Nothing matters more to the future of our country; not our military preparedness -- for armed might is worthless if we lack the brain power to build a world of peace; not our productive economy -- for we cannot sustain growth without trained manpower; not our democratic system of government -- for freedom is fragile if citizens are ignorant (School Dropouts, 1967, p. 5).

The concerns expressed by the two Presidents are also the concerns of researchers in education and human resources.

In 1947-51, the Canadian Research Committee on Practical Education, under the directorship of A. G. McColl, undertook a major Canada-wide study of the school dropout. The two subsequent reports that were made public were known as Your Child Leaves ... School, 1950, and Two Years After School, 1951.

Data for Your Child Leaves ... School, were obtained

from a 20% sample (N = 26, 343) of all Canadian school dropouts, Grades VII to XII, in 1948. A breakdown of the data shows that of 100 boys who leave Grade VII or higher grades, 28% were early dropouts, leaving school in Grades VII, VIII and IX; 31% were late dropouts, leaving in Grades X, XI and XII; 24% were graduates who accepted employment (students who completed Junior matriculation or equivalent were classified as graduates also); and 17% were graduates who sought further training.

Of 100 females who leave during the year, the breakdown of data is as follows: 21% were early dropouts (7% less than for males); 30% were late dropouts (1% less than for males); 22% were graduates who accepted employment (2% less than for males); and 27% were graduates who sought further training (10% more than for males).

Generalizing this sample to national figures, the Committee estimated that the annual dropout figure in Canada was about 100,000. Of these, 10,000 were estimated to be above average, 60,000 average; and 30,000 below average in general ability.

A brief presented to the Senate Committee on Manpower and Employment in March, 1961 by the Welfare Council, substantiated previous findings on dropout rates and made the following additional statement:

Less than one-fifth of these new entrants into the labor force will have senior matriculation standing, and only 6% will have completed a university or college course (p. 1).

Speaking in general terms, the Dean of the Oregon State University, Franklin R. Zeron (1961), made the following statements about the dropout:

In the 1960's, 26 million young workers will enter the labor force. Of this number, we are told, 7.5 million young people will not have completed high school, and of these 2.5 million will not have completed even a grade school education! It is estimated that 31% of the 2.5 million will have completed 8th grade or less; 30% the 9th grade, and 39% the 10th or 11th grade (p. 1).

The National Education Association, in School Drop-outs (1967) makes the following observations from American statistical tables which show for selected years the number of pupils in each succeeding grade, beginning with 1,000 pupils in grade five:

Since 1950, more than half the pupils from grade 5 eight years earlier were graduated from high school. The number has steadily increased, so that about 71% of the nation's fifth graders in 1957-58 stayed in school through high school graduation in 1965 (p. 7).

Scragg (1968) concluded that "almost one-half of the sample appear very unlikely to graduate from high school and 40% of these unlikely to complete Grade 10" (p. 11).

The Edmonton Public School System reported that their dropouts represented 6.7% of the senior high school population (September 1, 1967 to March 31, 1968), during a seven-month period.

Although Hughes' (1968, p. 75) information from his questionnaires and interviews with native pupils is very

limited in scope, he points out that over 90% of all students of native ancestry in Alberta schools drop out!

Due to the socioeconomic variables associated with cultural and ethnic origin, there is a wide range in the incidence of school dropout associated with ethnicity (Ellingston, 1963, p. 10; Hughes, 1968, p. 75).

Although some national and regional figures are available, the actual dropout rates are difficult to establish, due to the many variables involved.

DROPOUT FACTORS

In reviewing the literature on the causes and factors of dropouts, it becomes apparent that this is a very complex matter. Often the multiplicity of factors which operate together present the individual student with seemingly insoluble problems which are most easily met by simply withdrawing from school. This is substantiated by Dresher (1954), who in a Detroit study noted that:

Dropping out of school is a very complex problem. There are many factors that contribute to the cause of dropouts, and several factors may operate together to contribute to the cause. Because of the complexity of the problem -- that the same factors may influence different pupils in different ways and with the possibility that a factor may affect the same pupil in different ways at different times -- it is questionable if a programme attempting to solve the dropout problems of a large group of potential dropouts will have much effect unless it is approached from the individual basis of the dropout (pp. 287-289).

The factors associated with dropout which have been identified by researchers, if compiled, would make an exceedingly long list. Some of the major and more frequently researched factors discussed in the literature are as follows:

- (1) Lack of interest in school
- (2) Low scholastic ability
- (3) Participation in school activities
- (4) Absenteeism
- (5) Frequent transfers
- (6) Economic status of family
- (7) Occupation of parents
- (8) Retardation in school
- (9) Parents' attitude toward school
- (10) Parents' educational level
- (11) Sex

In a follow-up study of high school dropouts, Virgil (1960) found that the major reason for girls dropping out of school was marriage, while for boys it was to obtain a job. Failing grades and dislike for school were two reasons which both the boys as well as girls subscribed to, as being next in importance (pp. 73-75). These reasons were found to be significant to dropout in most of the other studies (Denholm, 1965, p. 412; Gushaty, 1952, pp. 37-38; Hohol, 1954, pp. 253-258; Martin, 1954, pp. 108-113).

A number of studies point out that the dropout has a lower intelligence rating (IQ) than his "stay-in" counterpart. Martin (1964) states that "as a group, the dropout had an average IQ of 95.31" (p. 109). Snapp (1956) also characterized his dropouts with being lower in IQ than those who stayed in school (pp. 49-54). Hopkins (1965), however, found general mental ability not an important factor in identifying potential dropouts. The range of intelligence is great for both school persisters and school dropouts.

Snapp (1956) found that the dropouts were below average in their reading level, that they came from weak and unstable homes, that they were socially maladjusted, and that there seemed to be a sense of alienation. Further, he found that the dropout transfer frequency was high, that they were chronically poor attenders, that they had often experienced failures in school, and that they avoided extra-curricular activity involvement (pp. 49-54).

Black, MacArthur and Paterson (1961), found that the following factors were positively associated with dropout from Alberta schools: overagedness, male sex, low achievement, low mental ability, and low socioeconomic family status.

The researchers in Two Years After School (1951) give a breakdown of the reasons given by a 20% sample (N = 26, 343) of all Canadian school leavers. Fifty-six

percent of the boys and 43% of the girls gave school reasons; 28% of the boys and 36% of the girls gave economic reasons; and 16% of the boys and 21% of the girls gave personal reasons for dropping out of school.

Breaking these categories down into specifics, the following factors were reported as being related to dropout: sex of the pupil (more boys than girls drop out), lack of interest in school, repetition of grades, overage, learning capacity of pupils, economic status of the pupil's family, the occupational status of the pupil's father, and preferring work to school. Although the parents' attitude is seldom mentioned and although the teachers and the curriculum escape with little criticism, it is probable that these factors contributed to a lack of interest in school and to the preference for work rather than school (pp. 52-54).

Friesen (1967) did a study of the potential dropout. Since a majority of dropouts do not consult anyone in the school prior to leaving, Friesen attempted to discover the reasons for a buildup of "alienation" between the potential dropout and the school, leading to eventual severance. In analyzing the differences between students who would, if given an opportunity, leave school before graduation and those who wished to stay until they graduated, Friesen found that many situations like school experiences, church activities, academic orientation,

conformity, parent influence, were seen in a negative light by the "would-be" dropout. He also noted that the 'leave students' were significantly more inclined than 'stay students' in 'going steady', in dating frequently, in owning cars, in watching T.V. at great length, and in movie consumption. It appears that "where the 'leave student' has not found satisfaction and acceptance in school, he now finds it outside the school." Friesen makes a significant quote when he states that "Lower class adolescents leave school prematurely not so much because of anti-educational values, as of rejection by teachers of the lower class child for what he is and what he feels" (p. 308).

As can be seen, early dropout is usually caused by a multiplicity of factors. No single factor appears to be sufficient in explaining why a particular pupil left school.

DROPOUT CONSEQUENCES

From the Presidents' Educational Messages, one may infer that the dropout will, in the long run, experience financial loss. Many researchers substantiate the fact that the odds are stacked against the dropout.

Zeron (1962) says that:

Automation dooms the dropouts to unemployment and eventually becoming unemployable. They will live off unemployment compensation, welfare, or low subsistence wages. They will

affect and infect with low scholastic achievement all with whom they come in contact -- including their children (p. 2).

A dark profile of the dropout indeed!

A comprehensive follow-up study, comparing dropouts with graduates, was carried out by Perrella and Waldman (1966). The original study was of 2.5 million out-of-school youth (16-21 years of age) in 1963. In 1965, in the follow-up study, 2.4 million of the original number were surveyed. The study concluded that "the work progress of young men with less schooling is not as great as that made by their contemporaries who have finished high school or had some college ... even in a period of expanding employment and incipient labor shortage" (p. 865).

Statistics on employment of school dropouts are abundant. Most indicate that unemployment rates among the school dropouts are much higher than among high school graduates. Schreiber (1964), offers the following analysis of this problem:

Unemployment falls heaviest on the less educated. There is a high correlation -- almost a universal law -- between employability and the number of years of schooling; and this holds true whether or not the demand for workers is great or small. In 1952 when almost all persons who wanted to work could find work, the educational level of all workers was 10.9 years but it was 9.6 years for the unemployed. In 1963, when unemployment was at a high plateau of 6%, the educational levels were 12.11 years and 10.6 years respectively. The educational level of all persons has increased during the past decade, but the educational gap between the employed and the unemployed has widened (p. 80).

Where the employment possibilities and vocational pursuits of the white and non-white dropouts are compared, a substantial discrepancy is noted in the percentage distribution among the blue collar jobs and service occupations, and the farm laborers. Generally the non-white males, both dropouts and graduates, have lower status jobs than their white counterparts.

Both, Your Child Leaves ... School (1950) and Martin (1964) report that many dropouts find initial job acquisition a difficult task. They often end up in temporary jobs from which they derive little satisfaction. Many dropouts end up in the primary industries, skilled trades and semi-skilled or unskilled jobs which often are low-paying and seasonal at best. The unemployment rates for these people are often double or triple that of their graduate counterparts.

In contrast to the generally accepted pessimism regarding the dropout's attitude and future role, and in contrast to the findings of previously discussed literature on the 'fate' of the dropout, Gordon B. Vincent, in his Masters Thesis (1965) entitled, Vocational and Economic Success of Male High School Dropouts, investigated and established hypotheses with conclusions as summarized below:

- (1) As a group the dropouts had succeeded vocationally
- (2) Economically the group had fared well
- (3) Their attitudes were generally positive towards employers and superiors

- (4) The level of education did not concern most employers. Personal characteristics like industriousness, conscientiousness, etc. were rated more important
- (5) Generally these dropouts did not indicate negative attitudes toward school or education
- (6) Intelligence had a direct bearing on the vocational success of this group of dropouts (pp. iv-vi).

Even though Vincent's group of male dropouts is small and included only Grade XI dropouts, who had no difficulty in locating jobs with a future, and even though it is difficult to generalize these findings, the result of his study is a significant and positive tribute to these industrious young people. Vincent's study has managed to bring out the less fateful profile of the dropout's vocational pursuits.

DROPOUT PREVENTION OR REDUCTION

Many are the suggestions and recommendations that have been made regarding the prevention or reduction of the dropout problem.

The S.R.A. Guidance Newsletter noted the following example of what is being done to curb the dropout rate:

In a number of states, the state employment service works with the schools -- first, to try to persuade the student to stay in school, failing this, to help him find a job and perhaps continue his education on a part-time basis. In Youngstown, Ohio, The Ohio State Employment Service provides the would-be dropout with an opportunity to shop around for a job before giving up his student status. He

is counselled, tested, and given a picture of the labor market conditions in the area. Many students thus learn, before it is too late, the importance of a high school diploma.

Buffalo, New York schools cut their dropout rate from 40 percent to 6 percent through a program of home visits, individual guidance, help with course planning, and a high school orientation program that included 'big brothers' to make youngsters feel welcome (pp. 2-3).

While most writers believe that an all-out effort must be made to keep most (if not all) pupils in school through high school graduation, some would disagree. Rovello (1965) believes and proposes that some should be dropped out because they do not belong in a public school. These are students who have serious emotional problems, who are totally unmoved by the idea of learning, or whose parents have no respect for learning or authority (pp. 402-406).

Reynolds (1964) agreeing with Rovello, and offering his solution, believes that since most dropouts lack the ability (this does not appear to be fully substantiated in the research) and interest in academic subjects, the school should keep potential dropouts out of school by providing them with apprenticeship programs in the junior high school where the youth can work until he finds himself (pp. 302-303).

Since many dropout studies revealed that pupils were disinterested in school and that their experiences in

school were often irrelevant to their future vocations or jobs, the Toronto Report on school dropouts (1961) recommended greater flexibility in the curriculum, work study programs, retraining and upgrading opportunities, and additional educational and vocational guidance facilities.

The Adult Education Division of the Calgary Public School Board, according to a report, Don't Quit - Choose (1968) is attempting to do something about the dropout phenomena. Calgary's first full-time counselor has started a follow-up program to encourage and assist these students to carry on with some of their courses at night school. To date, response to his letters has been heartening. Many parents have expressed appreciation for the interest shown in their youngsters and several have decided to enroll in night school themselves.

Vincent (1965) found that with the exception of the Calgary School Board little was being done to combat the dropout problem. To him it seems absolutely essential to increase the time available to counselors and increase the number of counselors, if the dropout problem is to be effectively dealt with. Vincent, further, found that adult education opportunities and the semester system were great opportunities which many dropouts were utilizing to upgrade themselves.

A considerable proportion of students who do not

complete their high school, subsequently enroll in institutes like the Northern or Southern Alberta Institute of Technology, enroll in correspondence courses, or enroll in evening or summer school courses if so qualified. The apprenticeship program further absorbs a number of dropouts into areas of work and trades where a high school diploma is not mandatory.

SUMMARY

In summary, it is noted that the rate of dropouts in our schools is decreasing, but it is still incredibly high. People with potential and ability are seemingly dropping out to find jobs which offer immediate monetary satisfaction, yet which in the long run may stifle their real progress in the areas in which they are qualified.

The factors contributing to high dropout rate are for obvious reasons complex and by no means clear cut. It is therefore essential to discover these factors from the individuals involved and to use such knowledge in their interests in guiding and counselling them regarding further choices and decisions in life.

Many researchers have found and predict a very dismal future for the dropout, except for Vincent, who found his dropout population to be quite 'normal', well-adjusted and successful.

Many are the suggestions for remedying the dropout

problem, but many more recommendations need to be heeded and put into practice by our educators, administrators, and school boards.

It would appear that the dropout, regardless of whether he should be kept in school or pushed out, needs to find some useful activity or employment in which he can feel useful, develop his potential, and eventually "find himself".

CHAPTER III

PROCEDURES

Since this is a descriptive type of research, in survey form, requiring information which only the individual dropout could give, it was deemed essential that an information questionnaire be constructed.

PILOT PROJECT

For this study to be functional and relevant to local conditions, however, and to avoid being overly biased, as constructor of the instrument, and later as the interviewer, a Preliminary Opinionnaire was constructed and mailed to fifteen educational and civic leaders of Valleyview and district. The purpose of this Preliminary Opinionnaire was to ascertain these leaders' views and feelings on what they perceived to be the local needs and problems of the dropout. This Opinionnaire was constructed on the basis of a review of the major dropout studies and on the basis of the National Education Association Research Summary on School Dropouts (1967).

This Opinionnaire was critiqued by the committee chairman before it was finalized and mailed out. A sample of the Preliminary Opinionnaire appears in Table A in the Appendix.

The response to this Opinionnaire by the civic and

educational leaders was exceptional -- thirteen of the fifteen promptly returned their completed forms in the enclosed, self-addressed and stamped envelopes. One form was returned incomplete while one was not returned at all.

POPULATION

In order to establish the number of dropouts in Valleyview during the period of July 1, 1968 and June 30, 1969, and thus the feasibility of this study, the author made a trip to Valleyview during the 1969 Christmas recess. The superintendent and the administration of the schools involved were conferred with, regarding the appropriateness and acceptability of this study within their educational jurisdiction. A very favorable reception was given to the proposed study.

Upon checking the records it was found that 49 former Grade VII to XII students would comprise the total population of dropouts, that qualified for this study. To avoid any biases toward either of the participating schools, the subjects were lumped together. The categories will therefore run along native and non-native lines rather than Separate and Public school pupils.

INSTRUMENT CONSTRUCTION

A questionnaire to serve as the information retrieval instrument was constructed on the basis of an intensive

review of the research literature, on the basis of previously-used questionnaires, on the basis of the tabulated results of the Preliminary Opinionnaire, (see Appendix A), and on the basis of personally formed opinions.

It was deemed desirable to cover four major areas of the dropout's life, namely, school, individual, and family factors as they relate to dropping out, and the work experiences subsequent to dropping out. For, it is not only significant to know the contributing factors of dropout, but also the consequences of dropping out.

Each of the above four areas was covered by a series of questions which attempted to get at a specific aspect related to dropout. Table 1 indicates the category and the question number that zeroes in on the specific factor involved. However, as is evident from Table 1, not all factors can be categorically classified into only one of the four areas; there is some possibility of overlapping.

The four areas covered by the instrument occur in the following order: (1) School Factors; (2) Family Factors; (3) Individual Factors; (4) Work Experience.

Notwithstanding the logical order -- individual, family, school -- the interviewee, it is contended, will find it easier to begin thinking in terms of factors outside of himself (school and family factors) before moving

Table 1

Relationships of Factor, Category and Question Number
as They Appear on the Questionnaire

Dropout Factors	Question Number
<u>Unique to School</u>	
1. Age at dropping out	1
2. Last grade completed	2
3. Number of grades failed	3
4. Number of schools attended	4
5. Amount of truancy	5
6. Participation in school activities	6
7. Participation in community or church activities	7
8. Program or course ^a of studies	8
9. Endeavor to further one's education	9
10. Dropout's attitude toward education	10
11. Practicality of education	11
<u>Unique to Family</u>	
12. Parents' perceived attitude toward leaving school	12
13. Father's occupation	13, 14
14. Mother's occupation	15, 16
15. Father's educational level	17
16. Family stability	18
17. Home conditions (happy/unhappy)	19
18. Religious affiliation	20
19. Ethnic Origin	21
<u>Unique to Individual</u>	
20. Relationship condition	22
21. Disposition toward school life	23
22. Motivating factors in going to school	24

Table 1 (Continued)

Dropout Factors	Question Number
23. Reasons for dropping out	25
<u>Work Experiences</u>	
24. Occupationally influential people	26
25. Means of acquiring a job	27
26. Job stability	28
27. Unemployment conditions	29
28. Monthly income	30
29. Type of occupation (or job)	31
30. Attitude toward job	32
31. Any untouched personal concern	33
32. Feelings about having dropped out	34
33. Need for guidance	35

^aApplicable to high school students only.

closer and more inward toward personal factors (even though the individual himself is involved in either). The work experience, of course, follows logically the factors which contributed to his dropping out. This sequence, it is hoped, will contribute to the least amount of defensive behavior on the part of the interviewee.

In the following four sections will be discussed the rationale for including the respective items in the questionnaire.

Instrument Items of Factors Related to the Family

Because the explicit and implicit training that an individual receives in the home which to a greater part helps in moulding and shaping his attitudes and values, because the socioeconomic forces present, and because it is within the environment of the family that the child spends most of its early life and often much of its adolescent time, the influences exerted by the home on the child in the realm of educational aspirations are of tremendous consequence. It has been shown that parents' occupation and educational level often determine the attitude toward education. It has also been shown that the type of home in which a person grows up -- whether it is intact or broken, whether it is a happy or an unhappy home -- can have an influence on the child's educational aspirations. Ethnic origin and religious affiliation may also play a role in determining one's level of educational aspiration. These are the selected factors, unique to the family in which the individual grows up, which were researched in this study. It is significant, however, to bear in mind that the above-mentioned factors operate within the realm of the individual's interests, aptitudes, abilities and capacity for learning.

Instrument Items of Factors Related to the School

When the child has reached the age of 5 to 7 years and becomes enrolled in the school, another great

influencing agency becomes active in his life. The school with its many pupils, teachers, etc. can exert a tremendous pressure on the individual. The experiences of the individual within the school setting, to a large extent, determine the length of his stay in school. The significant factors, related to school life, which help to determine whether the student will remain in school or drop out is his sense of belonging or alienation. This alienation is often revealed in the student's withdrawal from school, or even community and church activities. Truancy is generally an indicator of alienation as well. If the student transfers frequently from school to school, he may find great difficulty in repeated adjustments, resulting in possible failures and ultimate dropout. The individual's attitude toward education, his feelings of the practicality of education, and the program he is able to choose in school will further have a bearing on his duration in school.

Of interest to this study is the age of the individual at dropping out, the last grade completed and the number of grades failed.

Instrument Items of Factors Related to the Individual

Whether the child is influenced by the home or the school, there are still the personal factors and his own will, which, in the final analysis, will determine his dropping out or staying in school. The individual's

capacity for learning, of course, has a great bearing on this issue. However, in previous studies it was found that the intelligence level had very wide scope, indicating that those who have the intelligence do not always remain in school till graduation, or that those with lower IQ's who put themselves to determined work can also succeed (Hopkins, 1965; Snapp, 1956). Dr. Friesen feels that this factor is really pointless in pursuing.

Factors unique to the individual which appear to have a definite bearing on the student's duration in school are his feelings, dispositions and relationships with people who are involved in his school career. The motivating forces for his going to school are also significant.

The personal reasons for eventually dropping out of school will probably be made up of factors related to all three areas mentioned above. It is these personal reasons for dropping out which form a very important part of this study.

Instrument Items Related to Work Experiences

Besides investigating the factors of dropout, the instrument will attempt to investigate the individual's experiences during the year spent outside of school, in the world of work. Significant to this study is information on, who influenced these dropouts in choosing the occupations or jobs they acquired, what means were employed in acquiring

jobs, job stability, unemployment conditions, and monthly income level. The attitude toward the job will also be investigated, for it seems to be the individual's attitude which determines to a large degree whether or not he "sticks" with the job. This study, further, seeks to investigate the dropout's feeling about having dropped out. Does he, in retrospect, regret his action, or is he happy and satisfied with that decision?

Since, at times, it is not determinable whether a youth should be given guidance or whether the counselor should wait for the student to request counsel, a survey question is inserted to ascertain whether or not there is a need or an unwritten request for counsel, as seen by the dropout in retrospect. Question 35 deals with this aspect.

Question 33 is totally open-ended to provide for any type of personal expression -- negative or positive -- which may or may not be covered by the rest of the items on the questionnaire. This question could furnish additional invaluable information that could be extremely useful to the counselor as well as the school administration.

All the above selected factors are in direct question form on the instrument. It was assumed that the individual subject would be honest in the completion of the questionnaire, regardless of whether he was contacted by mail, by a friend or relative, or whether he was

personally interviewed.

Many of the questions on the instrument were extracted from questionnaires that were used by Hughes (1968), Scragg (1968), Martin (1964), and Vincent (1964).

To increase its face validity, the instrument was critiqued by four professors from the University of Alberta -- Dr. D. Friesen, Department of Educational Administration; Dr. L. Keim, Department of Industrial and Vocational Education; Dr. D. Sawatzky, Department of Educational Psychology; and Dr. D. R. Young, Department of Industrial and Vocational Education.

After modifications in wording, vocabulary, and reading level, a trial run was undertaken to determine whether the individual items were unambiguous and comprehensible to the dropout. As a result of the trial run some additional revisions were incorporated. The instrument was then completed and ready for distribution, mailing and interviewing.

ADMINISTRATION OF THE INSTRUMENT

It was intended that the majority of subjects would be personally interviewed, but since a large number were working at various outlying jobs, and since it was often impossible to meet for interviews due to conflicts in time schedules, friends or relatives were contacted wherever possible, who in turn encouraged the dropout to complete

and return the questionnaire. At times, the instrument was even handed to the subject while at work and then picked up the following day.

Although personal contact had been established with many of the native youth, it became evident after repeated trips to the Sturgeon Lake Indian Reserve that, in order to obtain a high percentage of questionnaire returns from this segment of the dropout population, contact would have to be established with some influential figure on the reservation; one who would be able to locate these young people repeatedly. This key person was found in the resident policeman. It was Constable Kiyawasew who was instrumental in further contacting, distributing and collecting the questionnaires from most of the native youth who resided on the reservation. The Constable was also helpful in providing forwarding addresses of those who had moved.

Those who had to be contacted by mail had their questionnaires, together with an accompanying letter of explanation and a self-addressed and stamped envelope, mailed to them on May 21, 1970. Those who failed to return their completed questionnaires within about two weeks were mailed a second questionnaire with a follow-up letter on June 9, 1970, urging them to cooperate in completing and returning it immediately.

Table 2 gives a breakdown of the dropout disposition

in relationship to the availability for interviews, and shows that 44 of the 49 dropouts completed their questionnaires. Nineteen were interviewed while 25, who had been contacted vicariously, completed and returned their questionnaires.

Table 2

Disposition of Dropout in Relation to the
Availability for Interviews

Disposition	Native	Non-Native	Total
Interviewed	4	15	19
Completed but not interviewed	13	12	25
Not traceable	1	1	2
Refused to cooperate	1	2	3
Total	19	30	49

Since the same instrument was used in mailing as well as in interviewing, and since it was not intended to compare and contrast those who were interviewed with those not interviewed, uniformity and objectivity in interviewing was therefore established and maintained. The interview procedure was that both the interviewer and the interviewee had a copy of the instrument (as suggested by Dr. D. Friesen). The interviewer read the questions consecutively while the interviewee checked off his response to the respective items.

Since not all could be interviewed, various means were employed in retrieving the completed questionnaires to overcome the danger of a small number of returns. Hughes (1968) had cautioned against poor returns of questionnaires mailed to dropouts who had experienced difficulty in school work or who were economically or socially disadvantaged. For this reason, vicarious contacts with dropouts were established wherever possible. This appeared to be a rewarding strategy in increasing the number of completed and returned questionnaires.

CHAPTER IV

ANALYSIS OF DATA -- SCHOOL FACTORS

This chapter analyzes the data as per questionnaire according to the ethnicity of the dropout (native/non-native) as it relates to the age of the dropout; last grade completed; number of grades repeated; number of schools attended; amount of truancy; degree of involvement in school, church, and community activities; program in which enrolled; further educational pursuits; attitude toward education; and the practicality of education.

There were 49 dropouts in all, which represents 8.8% of the total student population in question. Since 2 were not traceable and 3 refused to complete the questionnaire, the data in this study is based on the 44 completed questionnaires. Of these 44 dropouts, 17 were of native origin and 27 were non-natives. Of the 17 native dropouts, 5 were males and 12 were females, while of the 27 non-native dropouts 11 were males and 16 were females. The Valleyview situation seems to be reversed to Scragg's findings and that of others who found that boys drop out more frequently than girls. Of the native dropouts in Valleyview, there were more than twice as many females dropping out as males. The non-native dropouts are somewhat more equally divided between males and females.

Dropout Age

Table 3 indicates that the dropout age ranges from 13 to 19 years, and that 17 is the most popular age for dropping out, followed by age 16. It is also apparent that by far the greatest majority of native pupils have dropped out before their seventeenth birthday, while for the non-natives the opposite holds true. This data substantiates Hughes' (1968, pp. 74-75) and Fisher's (1966) findings that most native youth quit as soon as they legally are allowed to.

Table 3

Age Categories of Dropouts

Age	Native	Non-Native	Total
13	1	0	1
14	0	0	0
15	3	2	5
16	9	6	15
17	3	14	17
18	0	3	3
19	1	2	3
Total	17	27	44

Last Grade Completed

Table 4 gives a summary of the last grade completed by the dropout. There is a similarity to Table 3 as well as to previous research, namely, the native youth drops out earlier in his school career than his non-native counterpart. Of the native dropouts there are more than twice as many girls dropping out as are boys.

All except two of the native pupils dropped out in junior high, while only 5 of the 27 non-natives dropped out while still in the junior high school grades. Most of the non-native dropouts (15 of the 27) left school after having completed at least Grade X.

Table 4

Last Grade Completed by Dropouts

<u>Last Grade Completed</u>	<u>Native</u>	<u>Non-Native</u>	<u>Total</u>
6	3	0	3
7	1	0	1
8	8	3	11
9	3	2	5
10	0	15	15
11	2	7	9
Total	17	27	44

Grade Failures

Table 5 indicates that about one-half (14 of the 27) of the non-native pupils had experienced no grade failures whatever. Only 3 had experienced two failures while 10 had experienced only one grade failure in their school career.

Of the native youth, only 3 had not experienced any grade failures while about half (8 of the 17) had experienced at least 2 grade failures.

Table 5

Number of Grades Failed by the Dropout

Number of Grades Failed	Native	Non-Native	Total
0	3	14	17
1	5	10	15
2	8	3	11
3	1	0	1
Total	17	27	44

Allison (1959) in studying the characteristics of pupils who had failed Grade VII in the Edmonton Junior High Schools, stated that it would seem probable that previous failures and poor achievement had conditioned the students to expect little success from school and so students remained in school only until they reached the legal school-leaving age. Notwithstanding the minimum legal school-

leaving age in this study, six left school before even reaching this age (see Table 3). Allison's findings seem to bear out the facts which are presented in Table 5.

Number of Schools Attended

Table 6 gives a breakdown of the number of different schools that were attended by both the native and non-native dropouts. The mean number of transfers made by both of these groups is three. Proportionately, the non-native population has transferred more often than has the native population. Only 5 subjects, 3 non-native and 2 native, have attended just one school. The remaining 39 attended two or more schools, with 10 attending four or more different schools.

Table 6

Number of Different Schools Attended

Number of Schools	Native	Non-Native	Total
1	2	3	5
2	6	6	12
3	8	9	17
4	0	5	5
5 or more	1	4	5
Total	17	27	44

Some of the studies reported that in certain cases as many as 70 percent of the dropouts had been pupils who had transferred several times from one school to another (Snepp, 1956, pp. 51-52). This appears to be the case with these dropouts as well.

Degree of Truancy

Does truancy or skipping school effect the dropout rate? Research (Martin, 1964, p. 74; Scragg, 1968, p. 50) has shown a positive correlation between absenteeism and dropout. This population falls into this category as well, for only 10 of the 44 claim never to have skipped school. About one-third (15 of the 44) report having skipped more than 20 times per year, while the remaining, slightly less than half (19 out of 44) skipped about 5 to 10 times per year. There is little difference between the degree of truancy between native and non-native dropouts. Skipping school is perhaps a symptom or a signal of dropping out eventually.

Table 7

Degree of Truancy Before Dropping Out

Degree of Truancy per Year	Native	Non-Native	Total
Never	2	8	10
About 5 times	4	6	10
About 10 times	3	6	9
More than 20 times	8	7	15
Total	17	27	44

Participation in School Activities

The degree of participation in school activities like clubs, sports, etc. has been considered to be indicative of the person's sense of belonging or acceptance on one hand, and alienation or withdrawal on the other. There seems to be some support from research that there exists a relationship between non-participation in school activities, failure in school, (Martin, 1964, p. 74), and dropout.

Table 8

Participation in School Activities

Participation	Native	Non-Native	Total
5 hours weekly	2	3	5
3 hours weekly	2	6	8
1 hour weekly	7	7	14
Not at all	6	11	17
Total	17	27	44

Although the majority were involved in some measure in school activities, slightly over one-third were not involved in any school activities. The mean time of participation by the group in total was about one hour weekly. The distribution between participation and non-participation is very even, i.e. there is no obvious differentiation between native or non-native segments

except that those who participated only one hour or less per week comprise about two-thirds (31 of the 44) of the group, leaving slightly less than one-third (13 of the 44) of the group involved and participating in the school activities 3 hours or more.

Participation in Community or Church Related Activities

This factor need not have any direct bearing on the dropout, whether or not he will leave school. However, it was of interest to see whether the dropout showed any preference to participate in either the church or community activities.

Table 9

Participation in Community or Church Activities

Weekly Participation	Native	Non-Native	Total
5 hours	2	1	3
3 hours	2	10	12
1 hour	1	3	4
Not at all	12	13	25
Total	17	27	44

Comparing the results from Table 9 with Table 8, there is a definite trend toward non-participation in the community or church activities. Over half of the total group (25 of the 46) indicate no participation at all. Of

the non-native subjects slightly less than half (13 of the 27) were not participating in any of the community or church activities. Of the native subjects, slightly over two-thirds (12 of the 17) were totally uninvolved in these activities. For the native subjects, not to participate is perhaps an indication that these facilities are not available on the reservation, whereas these facilities would be present in the community centers, like small towns or even hamlets.

Program of Study

It is apparent from Table 10 that most of the native (15 of the 17) youth drop out while still in the junior high grades. With the non-native youth the situation is reversed -- most (24 of the 27) drop out while in high school. Only 3 of the non-native dropouts left while still in junior high.

Table 10

Study Program in Which the Dropout was Enrolled

Study Program	Native	Non-Native	Total
Junior High	15	3	18
Business Education	1	13	14
Technical Education	0	5	5
Matriculation	1	6	7
Total	17	27	44

Endeavor to Further One's Education

Table 11 answers the question, "Have you gotten any further education since you left school?" Of those who answered "yes", the following types of education were pursued. The native male who had dropped out in junior high, continued with the rest of the junior high courses. Of the remaining 7 who continued their education, 3 went back to finish their high school (two of these had dropped out due to illness and therefore after recovery and recuperation they returned to regular school), while the rest took either agricultural, secretarial, hairdressing, or theology courses at various colleges in this province. However, more than three-quarters (36 of the 44) of the dropouts did not get any further formal education, except in several cases where "on-the-job" training was received.

Table 11

Continuing Educational Pursuits

Continuing Education	Native	Non-Native	Total
Yes	1	7	8
No	16	20	36
Total	17	27	44

Attitude Toward Education

From Table 12 the attitude of the dropout toward education became very apparent. Practically all (42 of the 44) stated that it was valuable. Of these 42, eighteen claimed that although high school is valuable, you can do without it, i.e. you can get into certain jobs or occupations without having graduated from high school. However, of the 42 who attested to the value of a high school education, 24 said that high school was not only valuable but it was necessary. This trend towards making high school graduation the minimum requirement or prerequisite for most jobs and/or occupations is often creating a hardship for those who do not meet these requirements.

Table 12

Dropout's Attitude Toward Education

Value of Education	Native	Non-Native	Total
Valuable and Necessary	12	12	24
Valuable but can do without	5	13	18
Not Necessary	0	2	2
Total	17	27	44

Practicality of Education

In response to the questions "Do you feel the high school gave you satisfactory training for a job?," or "Was your education practical when it came to applying it to your job?", it is amazing that so few (7 of the 41) regarded their training as practical. Of the 7 who felt that their education had practical value, 3 were from the junior high, leaving only four in the high school who felt that the high school had given them satisfactory training for a job. Just under half of those who responded to this question (20 of the 41) indicated that they had received only some practical benefit from their schooling.

Some of the additional comments given to this item were that high school "broadens the mind and thinking", and it helps you "to get along with others".

Table 13
How Practical Education Seems to the Dropout

Practicality of Education	Junior High	Business Education	Technical Education	Matri- culation	Total
Yes	3	2	0	2	7
Some	5	9	2	4	20
No	7	3	3	1	14
Total	15 ^a	14	5	7	41 ^a

Note: Since there was no significant difference in the opinions of the native and non-native dropouts on the practicality of education, they have been grouped together so as to bring out their opinions relative to their enrolled programs.

^a The numbers in the junior high category do not add up to the total of 18, because three subjects failed to complete this question. Consequently, the overall total does not add up to 44 either. This question was primarily aimed at the high school dropouts, however since most of the junior high dropouts also filled it in, their responses are also recorded.

CHAPTER V

ANALYSIS OF DATA -- FAMILY FACTORS

This chapter will discuss those factors of dropping out that relate to the family. Regarding the family factors the following specific items will be analyzed: parents' attitudes toward leaving school, father's and mother's occupation, father's educational level, family stability, family condition, religious affiliation and ethnic origin.

Parents' Perceived Attitudes Towards Leaving School

It was considered possible, as Snapp (1956) had already discovered, that dropout could result from a lack of appreciation by the parents or pupils of the value of a high school education, which would result in withdrawing the child from school once the legal school-leaving age of sixteen was attained. The dropouts were therefore asked whether their parents had agreed, disagreed, or been indifferent to their dropping out of school. The attitudes attributed to the parents were, of course, those reported by the pupils. Nonetheless, these perceived attitudes would in all probability be a contributing factor as to whether the pupil would be influenced to remain in school or leave.

It is apparent from Table 14 that slightly over two-thirds (30 out of 44) of the parents are reported to have opposed the individual's decision to drop out. Slightly

Table 14

Parents' Perceived Attitude Toward Leaving School

Attitude	Native	Non-Native	Total
Agreed	0	4	4
Indifferent	6	4	10
Against	11	19	30
Total	17	27	44

less than one-quarter (10 out of 44) seemed indifferent, or did not voice any strong objection either way. Only four parents, it is reported, agreed with the decision to leave school. As is noted in Table 22, three left due to prolonged illness, which would account for the parents' agreement to withdrawing from school.

Again it is apparent that none of the parents of native pupils agreed with dropping out decisions. The fact that all except two of the native pupils who dropped out were still in junior high, may have had a bearing on the reported attitude of these parents.

Father's Educational Level

That dropout occurs frequently in homes of low educational status has been researched by others previously (Gushaty, 1952, p. 19; Martin, 1964, p. 58; McColl, 1950, p. 86).

From the information in Table 15, it is obvious that

only five fathers had more than a junior high school education. Slightly over one-third (16 of the 44) of the fathers received a junior high school education while just under half of the fathers (21 of the 44) had less than a Grade VII education. The mean educational level for the reported fathers is about Grade VI.

Table 15

Educational Level of Dropout's Father

Education Level	Native	Non-Native	Total
Graduate Professional	0	0	0
College Degree	0	0	0
Some College	0	1	1
Graduated from High School	1	1	2
Some High School	0	2	2
Junior High School	4	12	16
Less than Grade VII	10	11	21
Unknown	2	0	2
Total	17	27	44

Father's Occupation

A question often researched is, "Is the occupational group to which a father belongs a factor in the rate of dropping out?" Is it true that school-leavers are influenced by the economic status of their families? In this study, the dropouts were asked to report their father's occupation.

The name of the father's specific occupation was then matched with the classified occupations as given in Your Child Leaves ... School, (1950, p. 13).

Table 16 shows that the majority of fathers are farmers. This of course can be expected since Valleyview and district is largely a mixed farming area. Only 8 fathers belong to the skilled and 'higher' economic status occupations, ranging up to the Professional, while the other 12 reported occupations are found among the semi-skilled and the unskilled.

Table 16

Dropouts' Fathers According to Occupational Class

Occupation	Native	Non-Native	Total
Professional	0	1	1
Proprietor or Manager	0	3	3
Clerical	0	1	1
Skilled	0	3	3
Farmer	1	13	14
Semi-skilled	2	3	5
Unskilled	5	2	7
Not specified	9	1	10
Total	17	27	44

Mother's Occupation

In response to the question, "When you quit was your mother working?", by far the majority reported that their mothers were not working outside the home but were housewives (35 of the 44). Nine said their mothers were employed outside of the home. The types of work in which these mothers were employed were: babysitting, cook, waitress, janitor, ward aide, nurse, and secretary.

Family Stability

It was considered feasible that there might be a difference in the rate of dropouts between pupils who lived in an intact family setting where both parents were living together with their children and those who did not. If the family was not intact for any reason whatever, if the pupil was sent to live with relatives and there attend school, or if the pupil was living alone and going to school at the same time, the chances of that pupil dropping out would appear to increase. Table 17 gives a breakdown of this factor.

From Table 17 it is obvious that nearly three-quarters (31 of the 44) of these dropouts resided with both of their parents, leaving nearly one-third (13 of the 44) in residence with father only, mother only, relatives or alone.

Table 17

Residency of Pupils at Time of Dropping Out

Residency	Native	Non-Native	Total
Father and mother	8	23	31
Father only	1	1	2
Mother only	3	0	3
Relatives	5	0	5
Alone	0	3	3
Institution	0	0	0
Foster Home	0	0	0
Total	17	27	44

Home Conditions

The data in Table 18 indicate that half of the dropouts (22 of the 44) experienced both happy and unhappy conditions in their home life. Second in rank is the quarter of this group that looked on their home experiences as being generally happy. Seven felt that their home life had been a very happy experience, while, at the other end of the scale, two rated their home experiences as generally unhappy and two as being very unhappy. In both of the latter cases, their home situation was the precipitating factor for dropping out.

On the whole, it would appear that this dropout population, both the natives as well as the non-natives, experienced quite "normal" and satisfactory home conditions.

Table 18

Dropout's Home Condition

Conditions	Native	Non-Native	Total
Very happy	3	4	7
Generally happy	2	9	11
Both happy and unhappy	11	11	22
Generally unhappy	0	2	2
Very unhappy	1	1	2
Total	17	27	44

Family's Religious Affiliation

The religious affiliation of the dropouts was as follows: about two-thirds (29 of the 44) were Roman Catholics, somewhat less than one-third (12 of the 44) were Protestants, and three did not specify. This data need not be construed as pointing up the Roman Catholic faith as creating the greater dropout rate, but rather as indicating the population rates of Roman Catholics to Protestants. It should be noted that all of the native subjects (17 of the 44) were Roman Catholic adherents. Of the non-native respondents the ratio was a straight 1:1 relationship -- 12 Roman Catholics and 12 Protestants.

Ethnicity

Table 19 indicates that the natives (Indian and Metis) had the largest number of dropouts. This was

followed by the French, English and German, respectively.

Table 19

Ethnic Origin of Dropouts

Ethnicity	Male	Female	Total
Native (Indian)	3	7	10
French	4	5	9
Metis	2	5	7
English	1	4	5
German	2	3	5
Hungarian	1	1	2
Irish	1	1	2
Norwegian	1	0	1
Polish	0	1	1
Scotch	1	0	1
Ukrainian	0	1	1
Total	16	28	44

CHAPTER VI

ANALYSIS OF DATA -- INDIVIDUAL FACTORS

This chapter is concerned chiefly with those drop-out factors that relate directly to the individual. Notwithstanding, all previously discussed factors find some relation to the individual as well. The specific factors to be analyzed here are: the individual's relationship with people, disposition toward school life, the motivating factors in going to school, reasons for dropping out, feelings about having dropped out, and finally, personal concerns about the school experience in retrospect.

Individual's Relationship with People

Although these dropouts had been asked about the general conditions of their home and school life, they were given a second, more specific opportunity to indicate how they got along with their parents, their principal, most teachers and their classmates. They were to indicate on a 5-point scale their kind of relationship with the respective people involved. Table 20 summarizes their responses in terms of the scale used and whether they are native or non-native.

Table 20 indicates that most of the dropouts got along fairly well with their parents. Especially is this the case with the native segment, where no one marked in

Table 20
Dropouts' Relationship with Certain People

Type of Relationship	Parents		Principal		Most Teachers		Classmates	
	Native	Non-Native	Native	Non-Native	Native	Non-Native	Native	Non-Native
Very well	5	9	6	4	7	4	11	17
	4	1	0	7	3	3	2	4
	3	7	5	11	6	12	2	4
	2	0	2	2	1	4	2	0
Very poorly	1	0	4	2	0	3	0	1
Total	17	26 ^a	17	26 ^a	17	26 ^a	17	26 ^a

^a One individual did not respond to this question; consequently the total for non-natives is 26 instead of 27.

ones and twos. In the cases of the non-native dropouts, the ones and twos were responded to by those who experienced extreme family problems. It appears that a rating of "4" is the mean type of relationship of dropouts with their parents, indicating a positive relationship.

The mean type of relationship which dropouts had with their principal would appear to be between "3" and "4", on a scale of five. The data indicates that more of the native than non-native dropouts felt that their relationship with the principal was very poor. On the other hand, slightly over one-third of the non-native segment felt that their relationship with the principal was very congenial.

Regarding the dropouts' relationship with most teachers, the native segment tends toward the positive end of the scale, while that of the non-native forms almost a neat bell-shaped curve, indicating that almost half of the non-native dropouts (12 of the 26) had a mediocre type of relationship with their teachers; the other 14 were scattered fairly evenly on each end of the scale.

The relationship of the dropout to his classmates follows a similar trend with both segments of this dropout population -- it tends toward the positive end of the scale.

Disposition Toward School Life

The feeling of being accepted by the peer group is of extreme importance to individuals. To discover how

these dropouts felt about this, they were asked to indicate, on a 5-point scale, how they would rank their total school experience in regards to feeling accepted or rejected.

It was found that only seven (2 native, 5 non-native) really felt ignored and left-out in the school activities and experiences. Most of them felt quite well accepted and a part of the whole school life.

Motivating Factors in Going to School

Since this study is concerned with ascertaining some of the factors associated with students dropping out of school, it was felt that a knowledge of the motivating forces, or reasons for their remaining in school as long as they did, would give a greater insight into the whole phenomena of dropout. The dropout supplied information as to why he remained in school as long as he did by selecting three of eight suggested reasons. Provision was also made for any additional reasons.

From Table 21 it is apparent that the two greatest motivating factors in going to school for the native pupils were, (1) it trained them for a job, and (2) the law said they must go. The next two reasons given are tied for third place in the overall native total, namely, their parents insisted that they go, and most of their friends were going to school.

For the non-native segment, the three primary

Table 21

Selected Motivating Factors in Going to School

Motivating Factors	Native	Non-Native	Total ^a
It trained me for a job	11	15	26
My parents insisted I go	6	17	23
The law said I must go to school	8	12	20
Most of my friends went to school	6	10	16
My teachers encouraged me to go to school	4	8	12
I wanted to take part in sports	4	4	8
I liked my teachers	4	1	5
I wanted to go to University	2	2	4

^a Since each person was allowed to select three factors, and some only selected one, the totals need not add up and therefore are only given once to give the rank order of choice.

motivating factors in going to school as long as they did were that (1) their parents insisted they go, (2) it trained them for a job, and (3) the law said they must go to school.

Only four of the whole group considered going to university, a motivating factor for remaining in school as long as they did.

Of six additional reasons given, three said they wanted Grade XII and an education because it was necessary, two said that they liked school, and to one school came easy.

Reasons for Dropping Out

In addition to telling why they went to school as long as they did, the dropouts were also asked to indicate their reasons for leaving school. Ten probable reasons were given, and each dropout was asked to choose the three reasons that applied to him and mark them in the order of importance. Provision was also made for additional reasons they may have had. The results are tabulated in Table 22.

For the non-native dropout, the three most frequently chosen reasons for leaving school, in the order of importance, were: (1) preferring work to school, (2) not getting anything worthwhile from school, and (3) not liking the teachers.

For the native dropouts, the three most frequently chosen reasons for leaving school, in the order of importance, were: (1) not getting anything worthwhile from school, (2) not liking the teachers, and (3) finding the school work too hard.

Additional important reasons for leaving school were: pregnancy, wanting to train in a technical institute, dislike for school as such, family breakup, discouragement by home and community, bored and fed up with school, teachers' poor attitudes, wanting to be on their own, and plain restlessness coupled with a spirit of adventure.

Table 22

Reasons for Leaving School as Given by Dropouts

Reasons	Native			Non-Native			Total ^a
	First Choice	Second Choice	Third Choice	First Choice	Second Choice	Third Choice	
I was not getting anything worthwhile from school	5	3	1	8	6	3	26
I preferred work to school	0	1	0	4	10	5	18
I did not like my teachers	2	2	1	3	4	4	16
My friends were leaving school	2	0	1	2	0	1	6
I left to find work to help support the family	1	1	0	1	0	3	6
I left to get married	1	0	0	3	0	1	5
The school work was too hard	0	2	3	0	0	0	5
I had to leave because of prolonged illness	1	0	1	2	0	0	4
I was expelled from school	2	0	1	1	0	0	4
The school work was too easy	0	0	0	0	1	1	2
Other reasons	4	1	0	4	2	1	12

^a These totals need not add up because some only marked in their one and only reason for quitting, e.g. marriage plans, or being expelled.

Feelings About Having Dropped Out

From Table 23 it is obvious that by far the greater majority of native dropouts, (15 of the 17), if they had it all to do over again, would want to stay in school longer. Of the non-native youth, only a slight majority (14 of the 26 who responded) would stay in school any longer than they had.

When asked, those who would stay longer, what sort of things could help them stay in school, their responses were as follows: more practical Industrial Arts courses, more sports activities, greater choice of subjects, less homework, stricter rules, better home conditions and greater community resources. The hardest hit were the teachers. These dropouts felt that the teachers could be more considerate of the individual students, encourage the students to learn, and show a greater interest in teaching.

Here are some direct quotes as given by the dropout. One wrote, "I felt that the teachers didn't care what kind of work you did and that they would pass you anyway, just to get rid of you. The teachers don't have good control of the kids." Another wrote, "I love learning and reading but I like to do it on my own and without it being shoved down my neck. There is so much one can do while in school"

One who did not blame the school and teachers entirely and who had some of her own advice, wrote, "The

school work was easy, but I was bored. The best thing to do is to quit and get a job. When you find out how hard the work is, you'll go back to school."

Several who had been in the Special Opportunity rooms felt that if they could get out of them after a brief "catch up" period, school could be more satisfactory.

One girl who quit because of pregnancy wrote, "I liked school very much. I would do anything to go back again if I'd be accepted the way I am. If I had a good babysitter for my little (child)."

So there are those dropouts who would go back if certain conditions could be improved, while others would not think of revoking their decision to leave school.

The majority of those who indicated that they would not stay in school any longer, even if they had it all to do over again, said that they were satisfied with their present conditions of having a good job or of being happily married. A few said that staying in school longer would really be of no use, since they couldn't change their adverse family conditions, nor could they expect to find more understanding teachers.

Table 23

Feelings of Dropouts on Having Dropped Out

Regretting their Decisions	Native	Non-Native	Total
Yes	15	14	29
No	2	12	14
Total	17	26	43 ^a

CHAPTER VII

ANALYSIS OF DATA -- WORK EXPERIENCE

The work experiences of the dropout will be analyzed in this chapter to discover who the occupationally influential people in his life were, what means were employed in securing a job, how many jobs the dropout has held down, what the unemployment conditions were, what the income level was, what type of jobs or occupations they engaged in, and what the attitudes toward the job or occupation were. The chapter will end with a brief discussion on the dropouts' feelings regarding the need for guidance.

Occupationally Influential People

In answer to the question of who influenced them in deciding what kind of work they wanted to do, the majority (9 of the 17 natives and 19 of the 27 non-natives) stated that nobody had influenced their decision. They chose the jobs that came to them or that they found on their own initiative. Only four (one native and three non-native) were influenced by their teachers in this regard.

Five (4 native, 1 non-native) were influenced by friends, while none of the native dropouts and only two of the non-natives felt that they were influenced by their parents. Among other persons influential in the choice of jobs were mentioned the following: a guidance counselor, a

hairdresser, a nurse and an aunt.

Means of Acquiring a Job

Each individual was asked whether he had ever found it necessary to look for a job. "If yes, how did you locate a job? If not, why not?" Of the 20 non-native youth who said yes, most of them (14 of the 20) had just gone out to look for a job, while the others had either talked to friends, read the 'Want Ads', or checked with Canada Manpower. Of those who had not found it necessary to look for jobs, five said that people asked them to come to work for them, while several neither had to work nor wanted to work. One had always been given spending money.

Of the native dropouts, 11 said that they had to look for jobs. In order of frequency from highest to lowest, the means of getting a job were as follows: (1) go and look for a job, (2) go to Canada Manpower, (3) read 'Want Ads', and (4) talk to friends. Of those who didn't find it necessary to look for jobs, two said that people asked them to come and work, two never wanted to work and two never had to work.

The Number of Jobs Since Dropping Out

Table 24 gives a breakdown of the number of jobs each dropout has had since leaving school. Most of the dropouts have held down two or more jobs since leaving

school. In fact, one-quarter of both native and non-native dropouts have held down four or more jobs during their first year out of school. Of the 9 who have held down no jobs, all were females, indicating that home-making kept them from going outside of their home to find work. Some had mentioned that they did not want to work.

Table 24

Number of Jobs Held by Dropout

Number of Jobs	Native	Non-Native	Total
0	5	4	9
1	4	5	9
2	1	9	10
3	1	4	5
4 or more	6	5	11
Total	17	27	44

Unemployment Conditions

It is apparent from Table 25 that the majority of dropouts experienced less than 4 months of unemployment during their time out of school, indicating that although they often changed jobs (see Table 24), they were able to locate another within a short while of quitting or being laid off from the previous job. Proportionately, though, there are more native youth with greater unemployment periods than is true for their non-native counterpart. For

Table 25

Number of Months Unemployed

Months Unemployed	Native	Non-Native	Total
0	0	7	7
1 - 3 months	4	10	14
4 - 6 months	4	2	6
7 - 9 months	1	2	3
10 - 12 months	0	3	3
More than 12 months	1	0	1
Never worked at all	4	0	4
Total	14	24	38 ^a

^aThis is not the full total of 44 because 6 subjects failed to respond to this item.

the native youth the unemployment time ranges from 1 - 3 months to more than 12 months, while for the non-native it ranges from no unemployment to 10 - 12 months.

Breaking down the data further, it was found that of the native males 2 had experienced 1 - 3 months unemployment and 3 had experienced 4 - 6 months unemployment, while of their non-native male counterparts, 3 had never experienced any unemployment conditions, 4 had experienced 4 - 6 months unemployment, and 1 each had experienced 4 - 6 months, 7 - 9 months and 10 - 12 months unemployment respectively.

For the female dropouts, the unemployment situation was worse for the native females. None had experienced

zero months of unemployment. Two were unemployed for 1 - 3 months and 1 each was unemployed for 4 - 6 months, 7 - 9 months, and more than 12 months, respectively, while 4 never worked at all. Whereas, for the non-native females, 4 had never been unemployed, 6 had experienced 1 - 3 months of unemployment, 1 each had been unemployed for 4 - 6 months, and 7 - 9 months, respectively, while 2 were unemployed for a period of 10 - 12 months.

Monthly Income Level of Dropout

Of those who were gainfully employed outside of the home, 31 responded to the item of income. Some preferred not to give any personal statistics on this point for reasons unknown to the author. Table 26 provides a breakdown of the income level of the 31 respondents.

Table 26

Employed Respondents' Monthly Income

Monthly Income	Native	Non-Native	Total
\$100 - \$200	4	5	9
\$201 - \$300	2	9	11
\$301 - \$400	1	6	7
\$401 - \$500	0	0	0
Over \$500	2	2	4
Total	9	22	31 ^a

^aThis total is not the complete total of 44 because 13 did not respond to this personal item.

The monthly income level of \$201 - \$300, with the greatest selected frequency corresponds to Scragg's (1968, p. 112) findings. The distribution of earnings for both the native and the non-native dropouts appears to be fairly equal. The majority of these employed dropouts were earning less than \$400 per month, while 4 males (2 native and 2 non-native) earned in excess of \$500 monthly. These high-paying jobs would normally be associated with oil or gas exploration work.

Dropouts Classified Into Occupational Groups

Each person was asked to indicate the kind of job he or she did or was holding down. These jobs were then classified to determine whether dropouts were more prevalent in some fields than in others. This classification was compared with that of the Canadian Research Committee as presented in Your Child Leaves ... School (1950, p. 29), with the addition of one category -- Domestic duties (housewife).

From Table 27 it is obvious that these dropouts are involved in a large number of occupations. The Personal Services occupations claimed the largest number of these young people. However, for the native youth, the Labor occupation claimed most; followed by Miscellaneous, Trades, and Office occupations respectively. Three of the native girls were involved in domestic duties and 6 were unemployed at the time of contact.

Table 27

Dropouts Classified into Occupational Groups

Occupational Groups	Native	Non-Native	Total
Personal Services	2	8	10
Labor	3	6	9
Miscellaneous ^a	1	4	5
Trades	1	1	2
Office	1	1	2
Primary Industry	0	1	1
Sales	0	1	1
Factory	0	0	0
Transportation or Communication	0	0	0
Domestic duties (housewife)	3	3	6
Unemployed	6	2	8
Total	17	27	44

^aAll males classified as miscellaneous were in jobs related to oil or gas exploration.

The non-native group had six involved in the Labor occupations, and four in Miscellaneous, followed by Trades, Office, Primary Industries, and Sales occupations. Three (females) were involved in domestic duties, and two were unemployed.

Dropouts' Attitudes Toward Their Jobs

The dropouts were asked to indicate their feelings about their jobs, i.e. how they liked their jobs, their

chances of promotion, their chances of getting a better job, their chances of being fired or laid off and how much they would like to get a better job. The results were recorded in Table 28.

This data shows that most of the dropouts were fairly well satisfied with their jobs. Many were very well satisfied while only two were dissatisfied.

On their chances of being promoted, their personal feelings vary considerably. It is assumed that the type of job would determine this feeling. Those jobs that are "dead-ended" obviously have no promotional feelings attached.

Their chances of getting a better job appear to vary considerably. For those who have less than some high school (i.e. the early school dropout), the chances of getting a better job seem bleak. All native respondents (except one) felt their chances of getting a better job were '3' or less, while of the non-native respondents only half revealed this "hopeless" feeling. Half (12 of the 24 non-native respondents) felt their chances of getting a better job were '4' or better.

Chances of being fired or laid off did not seem to concern the majority of respondents. Most (19 of the 23 respondents) of the non-native dropouts felt that their chances of being fired or laid off were only '2' or less; of the native youth only one-half felt that way. In fact

Table 28

Dropouts' Attitudes Toward Their Jobs

Degree of Feeling	How I like my Present Job		My Chances of Promotion		My Chances of Getting a Better Job		My Chances of Being Fired or Laid Off		How Much I Would Like to Get a Better Job	
	Native	Non-Native	Native	Non-Native	Native	Non-Native	Native	Non-Native	Native	Non-Native
High	5	4	7	2	1	6	2	2	11	11
	4	2	5	0	0	6	2	0	0	4
	3	4	10	4	4	5	1	2	0	5
	2	0	1	1	2	4	1	5	0	1
Low	1	1	0	3	4	3	4	14	0	2
Total ^a	11	23	10	24	11	24	10	23	11	23

^aMost totals do not add up because some aspects of this item were left unanswered.

almost half (4 of the 10 native respondents) felt their chances of being fired or laid off were actually quite high -- '4' or better.

Every native respondent wanted to get a better job. All indicated a '5'. Of the non-native youth, not quite half indicated a '5' on wanting a better job; four marked the '4' and five marked the '3'. Two didn't want a better job at all.

The Dropouts' Need for Guidance

The dropouts were asked to respond to the question, "Have there been times since leaving school when you would really like to have talked to a counselor about some problem?" Twelve of the 17 native respondents answered 'Yes', but only two were able to locate one; ten did not know of an available counselor. Five who answered 'No' to the question above said that they talked to their parents about problems, they were too shy to discuss problems, or they just had no problems.

Twelve non-native dropouts would have wanted to talk to a counselor but only four were able to find one. The major reason for not talking to a counselor was that there was no qualified counselors available. Many, here again, talked things over with their parents or, those who were married, with their partners. One who was disillusioned said "once you're out of school they are not concerned about you." Others said, "They (counselors) don't do

anything about your problem", or "There was no counselor that would listen and do something about it." One person in desperation for guidance wrote, "I don't know who to talk to. I would like to go back next term and take an upgrading course (or something else). Would you know if this is possible?"

It is evident that over half of these dropouts wanted to talk to a counselor who might help but only a very small minority were able to locate one.

CHAPTER VIII

FINDINGS AND RECOMMENDATIONS

The purpose of this study was to identify: (1) the extent of the dropout phenomena, (2) a selected number of student dropout factors, and (3) the occupational and economic status of the dropout a year after dropping out of the school system. This purpose was sought for both the native and non-native youth of the dropout population in question.

This chapter summarizes the major findings and suggests some recommendations for further investigation.

SUMMARY OF FINDINGS

The major findings of this study are summarized and discussed below under the following headings: Extent of the Dropout Phenomena, Factors Associated With Dropout, and Work Experiences of the Dropout. The findings are based on the information received and analyzed from the forty-four completed questionnaires.

Extent of the Dropout Phenomena

The rate of dropout in Valleyview for the junior and senior high school (Grades VII to XII) was 8.8%, during the period of July 1, 1968 to June 30, 1969. This rate is difficult to compare to other rates, within or outside of this province, because of the variation in conditions and

in studies undertaken. Most other studies, as also Edmonton's (1969), which indicated a dropout rate of 6.7% in the high school grades for a 7-month period, are done for high schools only, or at best with Grade IX and up.

Scragg (1968) indicated that of his Alberta Grade IX sample, forty percent would not even complete Grade X, indicating a high dropout frequency (p. 77). For Canada, indications are that the dropout frequency reaches sixty to eighty percent, depending on regional extremes (Scragg, 1968, p. 20). American statistics indicate that about thirty percent of their nation's fifth graders dropped out before graduation (School Dropouts, 1967, p. 7). Such national percentages are, of course, severely affected by regional differences and extremes.

Dr. D. Friesen suggests that comparison of dropout rates is a very futile activity, because it really has very little meaning or practical value, but is still nice to know.

Factors Associated With Dropout

The school, family and individual factors associated with dropping out are discussed below.

School factors. The data revealed that the most frequent age of dropping out for the native youth was 16, while for the non-native youth it was 17. The majority of natives had completed Grade VIII; the non-natives however,

had completed at least Grade X before dropping out.

The data revealed that over three-quarters of the native dropouts had experienced at least one grade failure during their school career, while less than one-half of the non-natives had not experienced this kind of failure. This great failure rate for the natives may indicate why they dropped out early in their school career.

Since the majority of these dropouts have attended at least three different schools, indications are that this could well have been a factor in determining dropout, for in transferring from one school to another, the individual of necessity needs to make repeated educational and social adjustments, which consequently may impede progress.

Indications are that absenteeism ran high for many dropouts. Truancy should perhaps be viewed as a symptom of eventually dropping out.

Regarding participation in school, community or church activities, the data revealed that most dropouts kept themselves quite uninvolved. For the natives this uninvolvedness is perhaps an indication that neither community and church related activities nor facilities are available on the reserve. Or it could be an indication of a difference in priorities.

There appeared to be an interesting discrepancy between Table 11 and Table 12. Although nearly three-

quarters of the native dropouts claimed that a high school education was valuable and necessary, only one native was furthering his education. Among the non-native dropouts this discrepancy is not as great. Further, these native youth attested to the value and necessity of a high school education, yet the majority (15 of the 17) had dropped out while still in the junior high school grades. This early dropping out could indicate a varied priority structure in our society. It also may be saying something of the relevancy of our education, for about one-third claimed that for them their education had no practical value. In any case it is highly probable that this feeling of irrelevancy was instrumental in their decision to drop out.

Family factors. It was found that over two-thirds of the parents were reported to have opposed the idea of dropping out of school, while less than one-quarter seemed undecided or indifferent. It would therefore appear that the majority of those who dropped out did not result from a lack of parental interest in the child's education.

In the literature the father's educational level was repeatedly related to dropout. The data in this study shows that about three-quarters of the fathers had at least a Grade IX education, while about half of the fathers had less than a Grade VII education. It would appear, therefore, that the fathers' educational level could have

been a factor which influenced dropout in this study also.

Table 13 shows a relationship between the occupation of the father and the rate of dropping out. This might be influenced by the fact that the majority of fathers are involved in farming, semi-skilled, or unskilled occupations. Only six out of the 27 non-native fathers of these dropouts were involved in skilled, clerical, managerial (including 3 proprietors) and professional occupations (no native fathers were in this category). Besides the farming occupation, the less skilled the occupation of the father, the greater the dropout rate. However, the ratio of drop-out and of the economic status occupation factor could also reflect a scarcity of the higher economic status occupations in this area.

Since the majority of mothers (35 of the 44) were home-makers and not working outside of the home, there appeared to be no relationship of mothers working outside the home and their offspring dropping out.

The family stability factor and home conditions (happy/unhappy) indicate that most pupils (native and non-native) were living at home with both parents and enjoying a relatively "normal" and satisfactory home life. Their dropping out, in the vast majority of cases, appeared not to be contingent upon unstable home conditions, but rather, in spite of them. Although, several dropout cases were directly the result of home breakups.

Most of the dropouts were of Roman Catholic religion. However, this factor, combined with ethnicity, would perhaps explain why two-thirds of the dropouts were Roman Catholics and only one-third were Protestants. All native dropouts were of Roman Catholic religion, while of the non-native respondents the ratio was 1:1.

There appears to be a relationship between ethnicity and dropout. As reported by other studies, this research is in agreement with the fact that the natives drop out more frequently, and in earlier grades than their non-native counterparts.

Individual factors. Contrary to other evidence in the literature, the dropouts generally felt that their relationship with parents, principals, teachers and classmates was quite congenial. Very few really felt ignored and left out in school activities and experiences. The kind of positive relationships and dispositions as indicated in Table 20 would indicate little if any severe alienation problems. It would therefore appear that there is little or no relationship between the dropouts' relationship with school personalities and dropout rates. Further, most dropouts felt accepted and part of the school. This factor does not seem to be forcing them out of school.

In indicating their reasons for remaining in school as long as they did, the native dropouts selected the

following two most frequently: (1) it prepared them for a job, and (2) the law said they must go to school. The non-natives selected the following two most frequently: (1) their parents insisted that they go, and (2) it prepared them for a job. Perhaps a possible reason for the natives to say that the law said they must go to school, while the non-natives said their parents insisted that they go, is that most natives drop out when they reach the age of 16, while the majority of non-natives drop out around age 17.

Reasons like, their parents and the law insisting that they go to school, or their friends are all still in school, appear to be extrinsic forces that kept many pupils in school. There appeared to be little intrinsic motivation or incentive to remain any longer in school. They seem to have been pressured into staying in school as long as they did. Consequently, when this pressure was relaxed, the convenient way out was to leave school.

From Table 22 it is apparent that factors relating to the school were most frequently selected as being the main reason for dropping out. These reasons are comparable to the reasons given in Gushaty's study (1952, p. 39) and in Martin's study (1968, p. 80). The most frequently chosen reason by both native and non-native dropouts was that they were not getting anything worthwhile from school. For the natives, this was followed by not liking the teachers and

the school work being too hard, while for the non-native, the first reason was followed by preferring work to school and not liking the teachers. The school seemed to hold little attraction for these pupils, consequently they lost interest and left school.

Over two-thirds of the dropouts said that if conditions in the school system could be changed they would remain in school longer, if they had the opportunity to do it over again. Some of the changed conditions included a greater choice of subjects, less homework, and more teachers who are devoted to teaching pupils, who encourage the student to learn and who show consideration and genuine interest in the student. About one-third, however, felt that they would not rescind their decision to drop out.

It might be stated that although some of the statements made by these dropouts reflect the idealism of youth, there is much in what was said. Note should be taken of their feelings, expressions, and experiences, even though they are viewed through their own eyes.

Work Experiences of Dropouts

From the available data, it would appear that the dropout had no one in particular who influenced him in his vocational choices. However, they may have been influenced by other factors which are unknown to the author. Perhaps they sought no one's advice. This could perhaps be

indicative of a communications gap. Assuming this to be the case, the counselor would have a vital function to perform, for there appears to be some indication of alienation. Most dropouts sought jobs without consulting other people who could or should be able to advise them. This could be a probable reason for the low degree of job stability, for over half of these youth reported having held down at least two or more jobs, with one-quarter having held down four or more jobs. Yet, amidst these repeated job changes, the unemployment time was not overly severe. Their monthly income averaged about \$300, which compares with Scragg's (1965, p. 112) findings.

Most jobs were held down in the following occupational groups: Personal Services, Labor, Miscellaneous (jobs related to the oil exploration industry).

In the section called "Need for Study" of the Introduction, it was stated that the youth of Valleyview may be influenced by oil exploration jobs available in the oil industry. Table 27 indicates that only 5 (males) were involved in such jobs. Assuming that no other dropouts had ever held down jobs related to the oil industry, then the influence of these jobs attracting students out of and away from school can be minimized.

Most dropouts seemed favorably inclined toward their jobs, but by far the greater majority would really like to get a better job. The native youth appeared to be

less sure of their jobs than the non-natives. This could be due to the fact that all but two of the natives dropped out in junior high school, whereas all but three of the non-natives dropped out in high school. There could be both an age factor and an education factor operating to bring about this discrepancy in feelings of security, or perhaps feelings of inferiority on the part of the natives.

Indications are that guidance counselors may be able to help potential dropouts. With so many more and new jobs opening up while old jobs become obsolete, the need for more trained guidance personnel will have to be taken into consideration by the school boards and hiring personnel. It is essential that our youth receive proper and professional help in the complexity of their decisions.

RECOMMENDATIONS FOR FURTHER INVESTIGATION

A number of areas for further research arose during the course of this study. Areas recommended for further investigation are listed below:

(1) The indications of this study were that more females than males were dropping out. Of value would be an investigation into the reasons for this occurrence.

(2) A study could be undertaken to investigate the reasons for greater unemployment periods of the native dropout as compared to his non-native counterpart.

(3) A further study might be undertaken to discover

why native youth appear to feel less sure of their jobs than their non-native counterparts.

(4) A follow-up study of potential dropouts might be undertaken, beginning in the elementary grades and following through till graduation or dropout.

B I B L I O G R A P H Y

BIBLIOGRAPHY

- Allison, Charles J. "Characteristics of Students who Failed Grade Seven in Edmonton Junior High Schools, 1951-1952." Unpublished Master's Thesis, The University of Alberta, Edmonton, 1959.
- Andrews, Margaret E. "The Dropout - A School Problem," Minnesota Journal of Education, 1963, 44, 10.
- Black, D. B., MacArthur, R. S. and Paterson, J. G. Pupil Personnel in Alberta Secondary Schools, 1961. Edmonton: University of Alberta, Monographs in Education, 1961.
- Cheal, J. E. Investment in Canadian Youth. Toronto: The Macmillan Co. of Canada Ltd., 1963.
- Denholm, Richard A. "A Study of Dropouts from High Schools in Orange County, California." Doctor's Thesis, 1965, Abstract: Dissertation Abstract 27:412A, 1965.
- Deno, Evelyn N. "Early Identification of Dropouts," Minnesota Journal of Education, 1963, 63, 12-13.
- Dresher, Richard H. "Factors in Voluntary Dropouts," Personnel and Guidance Journal, 1954, XXXII, 287-289.
- Edmonton Public School Board. An Analysis of Dropouts from Edmonton Public High Schools September 1, 1967 to March 31, 1968. Edmonton, 1968.
- Ellingston, John R. "Unemployment and Unfilled Jobs - A Dropout Paradox," Minnesota Journal of Education, 1963, 44, 9-10.
- Fisher, D. A. "Education and Social Progress," The Alberta Journal of Educational Research, 1966, 186-189.
- Friesen, Dave. "Profile of the Potential Dropout," Alberta Journal of Educational Research, 1967, 13, 299-310.
- Guidance Reprint. SRA Guidance Newsletter. Edmonton: Department of Education, April, 1958.
- Gushaty, M. "An Analysis of the Causes of High School Dropouts in Southern Alberta from 1947-1951." Unpublished Master's Thesis, The University of Alberta, Edmonton, 1952.

- Haddad, John. A Report on School Dropouts. Toronto: Social Planning Council of Metropolitan Toronto, 160 Bay Street, Toronto 1, Ontario, 1961.
- Hohol, A. E. "A Review of the Evidence on the Problems of Why Youth Leave School." Unpublished Master's Thesis, The University of Alberta, Edmonton, 1954.
- Hollingshead, A. B. Elmtown's Youth. New York: John Wiley and Sons, 1949.
- Hopkins, Charles E. The Derivation of a Prediction Equation to Identify Potential School Dropouts. Doctor's Thesis. Athens: University of Georgia, 1964, 143 p. Abstract: Dissertation Abstracts 25:5789; No. 10, 1965.
- Hughes, Robert H. "A Study of High School Dropouts in Alberta." A Study made for the Research Division of the Alberta Department of Youth, 1968.
- Larson, H. L. "The Five School Project Drop-out Study," The Alberta Journal of Educational Research, 1958, IV, 212-215.
- Martin, George E. "A Survey of Factors Related to Dropouts in Grade IX in Newfoundland Central High Schools in 1961-62." Unpublished Master's Thesis, The University of Alberta, Edmonton, 1964.
- Canadian Research Committee on Practical Education. Your Child Leaves ... School. Toronto, 1950.
- Canadian Research Committee on Practical Education. Two Years After School. Toronto, 1951.
- Muehler, Richard J. A Follow-up Comparison of Post High School Success of Matched Dropouts and Graduates. Doctor's Thesis. Iowa City: State University of Iowa, 1963, 147. Abstract: Dissertation Abstract 24:4489--82; No. 11, 1964.
- National Education Association. School Dropouts. Research Division, Washington, D.C., 1967.
- Perrella, Vera C., and Waldman, Elizabeth. "Out of School Youth - Two Years Later," Monthly Labor Review, 1966, 89:860-66.
- Porter, John W. "Some Identifying Characteristics of Dropouts," Minnesota Journal of Education, 1963, 44, 15.

- Reynolds, Vernon J. "School Failures: Let's Help Them Drop Out," Journal of Secondary Education, 1964, 39: 302-303.
- Rovello, Michael J. "Dropouts: Some Should be Dropped Out," Clearing House, 1965, 39:402-406.
- Salsinger, Harry G. "'Dropout High' Seems to Click," Michigan Education Journal, 1969, 46, 42-45.
- Schreiber, Daniel L. "The Low Ability Group and the World of Automation," Bulletin of the National Association of Secondary-School Principals, Nov., 1964, 48:73-82.
- Schreiber, Daniel L. (Ed.). The School Dropout. Washington, D.C., National Education Association, Project on School Dropouts, 1964.
- Scragg, E. S. "A Survey of Dropouts from Alberta Schools 1963-1968." Unpublished Master's Thesis, Edmonton, 1968.
- Segel, David and Schwarm, Oscar J. Retention in High Schools in Large Cities. U.S. Department of Health, Education, and Welfare, Office of Education, Bulletin 1957, No. 15. Washington, D.C.: Government Printing Office, 1957.
- Senate Committee. Manpower and Employment. Ottawa: Welfare Council, 1961.
- Snepp, D. W. "Can We Salvage the Dropout?" Clearing House, 1956, 31, 49-54.
- U.S. Department of Health, Education, and Welfare, Office of Education. The 1963 Dropout Campaign. Bulletin No. 26. Washington, D.C., 1964.
- Vincent, Gordon B. "Vocational and Economic Success of Male High School Dropouts." Unpublished Master's Thesis, The University of Alberta, Edmonton, 1965.
- Virgil, Murk. "A Follow-up Study on Students Who Drop out of High School," National Association of Secondary-School Principals, 1960, 44, 73-75.
- Zeron, Franklin R. Guidance Reprint. Edmonton: Department of Education, 1962.

A P P E N D I X A

PRELIMINARY OPINIONNAIRE

PRELIMINARY OPINIONNAIRE

From each of the four sections below choose four factors which you consider to be most important in the list. Rank these four chosen factors, from each section, in the order of your preference, assigning a 1 in the blank before the most important factor, a 2 and a 3 beside those next of importance, and a 4 in the blank beside the least important chosen factor.

A. Factors Associated with Early School Withdrawal

1. Factors Unique to the Individual

- | | |
|-----------------|---|
| <u>1</u> | Attitude |
| <u>2</u> | Feelings of rejection or alienation |
| <u>3</u> | Intelligence |
| <u>4</u> | Behavior |
| <u>5</u> | Personal reasons |
| <u> </u> | Any others? <u>Laziness by having so much</u>
<u>provided for him.</u> |

2. Factors Related to the School

- | | |
|-----------------|---|
| <u>1</u> | Reading Achievement |
| <u>2</u> | Absenteeism |
| <u>3</u> | Grade level at time of attition |
| <u>4</u> | Overagedness |
| <u>5</u> | Course of study |
| <u>6</u> | Individual subject failure |
| <u>7</u> | Non-promotion |
| <u>8</u> | Frequent transfers |
| <u>9</u> | Extra-curricular activities |
| <u> </u> | Any others? <u>A job which he thinks is big</u>
<u>money. Poor teachers.</u> |

3. Factors Related to the Family

- | | |
|-----------------|--------------------------------------|
| <u>1</u> | Parents' attitude toward education |
| <u>2</u> | Socioeconomic status |
| <u>3</u> | Family conditions (happy or unhappy) |
| <u>4</u> | Income and financial need |
| <u>5</u> | Parents' educational level |
| <u>6</u> | Type of home (broken or intact) |
| <u>7</u> | Occupation of the family head |
| <u>8</u> | Size of family |
| <u> </u> | Any others? <u>Ethnic origin.</u> |

B. What Happens to the School Dropout?

<u>1</u>	Economic consequences to the dropout
<u>2</u>	Employment
<u>3</u>	Economic consequences to the nation
<u>4</u>	What dropouts think of having withdrawn from school?
<u>5</u>	Occupation or employment
<u> </u>	Any others? <u>Carelessness toward occupation.</u>
<u> </u>	<u>Personality and social adjustment of dropout.</u>

Note: The numbers beside the specific factors indicate the tabulated results in order of importance, (beginning with "1" as being the most important, "2" as being second in importance, etc.) as seen by the civic and educational leaders.

A P P E N D I X B

INFORMATION QUESTIONNAIRE

INFORMATION QUESTIONNAIRE

Name _____ Current Address _____

Date of Birth _____ Male (___) Female (___)

A. School

1. How old were you when you quit school? _____
2. What was the last grade in school which you completed? _____
3. How many times did you repeat a grade in school? _____
4. How many different schools have you attended? _____
5. Before you quit school, did you skip school?
Never (___) About 5 times per year (___)
About 10 times (___) More than 20 times (___)
6. How much were you involved in school activities, e.g. Clubs, etc.?
More than 5 hours weekly (___) About 3 hours (___)
About one hour (___) Not at all (___)
7. How much were you involved in community or church related activities?
More than 5 hours weekly (___) About 3 hours (___)
About one hour (___) Not at all (___)
8. If you quit while in high school, in what program were you enrolled?
Matriculation (___) Business Ed. (___)
Technical Ed. (___)
9. Have you gotten any further education since you left school?
Yes (___) No (___)
If yes, what type? (specify) _____
10. How valuable do you think a high school education is?
Valuable and necessary (___) Valuable but can do without (___) Not necessary (___)
11. Do you feel the high school gave you satisfactory training for a job?
Yes (___) Some (___) No (___)
Other (specify) _____

B. Family

12. How did your parents feel about your leaving school?

- a. Agreed with my decision and encouraged me to leave (___)
- b. Did not care whether I left or remained in school (___)
- c. Did not want me to leave school (___)

13. When you quit school, was your father working?

Yes (___) No (___)

14. What was your father's job? _____

15. When you quit school, was your mother working?

Yes (___) No (___)

16. What was your mother's job? _____

17. How much education does your father have?

- a. Graduate professional training (___)
- b. A college or university degree (___)
- c. Some college or university training (___)
- d. Graduated from high school (___)
- e. Some high school (Grade X or XI) (___)
- f. Junior high school (Grades 7-9) (___)
- g. Less than seven years of school (___)

18. With whom were you living when you quit school?

- a. father and mother (___)
- b. father only (___)
- c. mother only (___)
- d. relatives (___)
- e. alone (___)
- f. institution (___)
- g. foster home (___)
- h. other (specify) _____

19. What were your experiences at home like?

- a. very happy (____)
- b. generally happy (____)
- c. both happy and unhappy (____)
- d. generally unhappy (____)
- e. very unhappy (____)

20. What is your family's religious affiliation?

- a. Roman Catholic (____)
- b. Protestant (____)
- c. Jewish (____)
- d. Native (____)
- e. Other (specify) _____

21. What is your ethnic origin?

- a. Native (____)
- b. Metis (____)
- c. English (____)
- d. French (____)
- e. German (____)
- f. Other (specify) _____

C. Individual

22. Please circle the number which indicates how you got along with certain people. A "1" is the lowest rating, a "5" is the highest rating and a "3" is in-between.

	<u>Very Poorly</u>				<u>Very Well</u>
a. your parents	1	2	3	4	5
b. the principal	1	2	3	4	5
c. most teachers	1	2	3	4	5
d. your classmates	1	2	3	4	5

23. Indicate how you felt about your school experiences. A "1" indicates that you felt ignored and left out. A "5" indicates that you felt part of the school and accepted.

	<u>Ignored</u>			<u>Accepted</u>	
In school I felt	1	2	3	4	5

24. What were the most important reasons why you went to school as long as you did? Indicate your first (1), second (2), and third (3) choice.

- a. It trained me for a job. (____)
- b. I wanted to go on to university (____)
- c. My parents insisted that I go (____)
- d. The law said that I must because I was under 16 years (____)
- e. Most of my friends went to school (____)
- f. I wanted to take part in sports (____)
- g. I liked my teachers (____)
- h. My teachers encouraged me to go to school (____)
- i. Others (specify) _____ (1)

25. What were the most important reasons why you quit school? Indicate your first (1), second (2), and third (3) choice.

- a. I did not like my teachers (____)
 - b. I left to find work to help support the family (____)
 - c. I left to get married (____)
 - d. I had to leave because of prolonged illness (____)
 - e. My friends were leaving school (____)
 - f. I was not getting anything worthwhile from school (____)
 - g. The school work was too hard (____)
 - h. The school work was too easy (____)
 - i. I preferred work to school (____)
 - j. I was expelled from school (____)
 - k. Other reason (s) (please explain) _____
-

D. Work Experience

26. Which of the following influenced you most in deciding what kind of work you wanted to do?

- a. Teachers (____)
- b. Friends (____)
- c. Parents (____)
- d. Other person _____
- e. Nobody (____)

27. Do you now, or have you in the past, found it necessary to look for jobs?

Yes (____) No (____)

If Yes,

How did you usually try to locate a job?

- a. Talk to friends for help or leads (____)
- b. Read the "Want Ads", in the newspaper (____)
- c. Go to the Canada Manpower Office (____)
- d. Just go out and look for jobs (____)
- e. Other (please explain) _____

If Not,

Why not?

- a. People asked me to come and work for them (____)
- b. Never wanted to work (____)
- c. Never had to work (____)
- d. Other (please explain) _____

28. How many jobs have you had since you left school? _____

29. Since you left school, how many months have you been without a job? _____

30. About how much money did you earn a month? _____

31. What kind of a job did or are you holding down?

32. Please circle the number below which indicates how you feel about your present job, or if unemployed, how you felt about your last job. A "1" is the lowest rating, a "5" is the highest rating, and a "3" is in-between.

	<u>Low</u>			<u>High</u>	
a. How I like my present job	1	2	3	4	5
b. My chances for promotion	1	2	3	4	5
c. My chances of getting a better job	1	2	3	4	5
d. My chances of being fired or laid off	1	2	3	4	5
e. How much I would like to get a better job	1	2	3	4	5

33. Is there anything you would like to tell us about how you felt about school that hasn't been covered yet? (What you liked about it, disliked about it, and why you left?)

34. If you had it all to do over again, would you want to stay in school longer?

Yes (____) No (____)

If Yes, what sort of things could help you stay in school?

If Not, why not? Please explain.

35. Have there been times since leaving school, when you would really like to have talked to a counselor about some problem?

Yes (____) No (____)

If Yes, were you able to find a counselor to talk with?

Yes (____) No (____)

If Not, why not? Please explain.

B29959